

OAKLAND UNIVERSITY

MID-TERM PERFORMANCE BASED ASSESSMENT/ MATEE STUDENT TEACHERS

TERM: Winter

YEAR: 2015

Directions: Please check the category description that best describes the student teacher's performance at this time. If a specific area is not applicable at this time, insert NA in the far right column. This allows the student teacher to know where he/she needs to improve and also what areas he/she must plan for experiencing during the rest of his/her placement. Please make suggestions for improvement, as appropriate, on the lines at the end of this assessment.

I. INTERPERSONAL RELATIONSHIPS

(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
With Students I-1	Student teacher establishes unreasonable expectations for students. (either too high or too low)		Student teacher generally establishes reasonable expectations for students.	3	Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.	15
I-2	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.		Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.		Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.	18
	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
I-3	Students exhibit minimal respect for the student teacher.		Students exhibit respect for the student teacher.	7	Students exhibit confidence in and respect for the student teacher as an individual.	11

<i>With Faculty and Staff</i> I-4	Student teacher does not use advice from school staff and administration.		Student teacher uses advice from school staff and administrators when it is given.	5	Student teacher seeks and utilizes advice from school staff and administrators.	13
I-5	Student teacher's relationships with colleagues are generally negative or self-serving.		Student teacher establishes friendly relationships with colleagues to fulfill the duties required.	7	Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.	11
I-6	Student teacher doesn't exhibit interest in school events.		Student teacher participates in school events when specifically asked.	5	Student teacher volunteers to participate in school events.	13
<i>With Parents</i> I-7	Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.	1	Student teacher participates in the school's activities for parent communication.	14	Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.	3
I-8	Student teacher makes no attempt to provide any information to parents about their individual student.	1	Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.	11	Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.	6
I-9	Student teacher shows insensitive responses to parent concerns about students.		Student teacher responds to parent concerns.	9	Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.	8 NA 1

II. CLASSROOM CLIMATE AND MANAGEMENT

(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Expectations</i> II-1	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.		Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	2	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	16
II-2	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.		Most students invest some effort in the quality of their work.	11	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	7
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
II-3	Goals and activities communicate only modest or low expectations for student achievement.		Goals and activities generally convey appropriate expectations for student achievement.	5	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	12 NA 1
<i>Physical Space</i> II-4	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.		The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	3	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	13 NA 2

<i>Student Behavior</i> II-5	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.		Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	9	Standards of expected conduct are consistently clear to all students.	9
II-6	That student teacher does not monitor student behavior; appears unaware of what students are doing.		Student teacher is generally aware of student behavior.	12	Student teacher is alert to student behavior at all times, employing preventive monitoring.	6
II-7	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism		Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	13	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	5
II-8	Student teacher applies rules inconsistently or unfairly.		Student teacher generally applies rules fairly and encourages slow/reliant students.	4	Student teacher establishes a climate of courtesy and cooperation.	14
<i>Managing Procedures</i> II-9	Materials are not prepared and organized.		Materials are prepared and organized.	10	Materials are prepared and organized for the full week of instruction.	7 NA 1
II-10	Lack of preparation results in loss of instructional time.		Procedures are generally in place for distribution of materials.	6	Procedures are in place for distribution, resulting in minimal loss of instructional time.	11 NA 1
II-11	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.		Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	14	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	4
II-12	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.		Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	12	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	6
<i>Record Keeping</i> II-13	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.		The student teacher incorporates a system for maintaining information on student completion of assignments.	10	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	8
II-14	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.		Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	1	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance, resulting in minimal loss of instructional time.	16 NA 1

III. PLANNING FOR INSTRUCTION

(Pedagogy, Knowledge of Students, Setting Instructional goals,, Instructional Design, Instructional Elements, Assessment)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Pedagogy</i> III-1	Student teacher has limited pedagogical knowledge.		Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	9	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	9
III-2	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.		The student teacher has some awareness of prerequisite learning.	7	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	11
<i>Knowledge of Students</i> III-3	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.		The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	10	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	8
III-4	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)		The student teacher has a general understanding of the different individual approaches to learning. (such as learning styles, modalities, multiple intelligences)	12	The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.	6
III-5	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.		The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	12	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	5 NA 1
III-6	Student teacher is not aware of students' interests or cultural heritage.		The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	14	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	4
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Knowledge of Resources</i> III-7	The student teacher is unaware of resources available through the school or district.		The student teacher displays a general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	8	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	10

III-8	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.		The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	10	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher.	6 NA 2
<i>Setting Instructional Goals / Objectives</i> III-9	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)		Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	11	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	5 NA 2
III-10	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or materials available.)		The student teacher bases objectives on district and state framework and takes student assessment results into account.	14	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable for groups of students in the class.	4
III-11	Goals are either not clear or are stated as student activities.		Goals are clear but include a combination of goals and activities.	9	Goals are clearly stated as student outcomes.	9
III-12	Goals do not permit viable methods of assessment.		Most goals permit viable methods of assessment.	11	Goals permit viable methods of assessment.	7
III-13	Goals do not reflect opportunities for several types of learning.		Goals represent opportunities for several types of learning.	13	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	5
<i>Materials</i> III-14	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).		The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	10	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	8
III-15	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.		Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	7	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	11
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Instructional Design</i> III-16	The lessons or units do not have a recognizable structure or sequence.		The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction,	6	The lessons or units have a clearly defined structure with activities organized around the structure.	11 NA 1

			sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.			
III-17	Learning activities are not suitable to students or instructional goals.		Some of the learning activities are suitable to students and support the instructional goals.		Most of the learning activities are suitable to students and support the instructional goals.	17
						NA 1
III-18	Learning activities do not follow an organized progression or tie to previous experiences.		Progression of activities in the unit is generally even and may tie in to previous experiences.	9	Progression of the activities in the unit is even and they tie in to previous experiences.	8
						NA 1
III-19	Independent practice is not appropriate in terms of task demand.		Independent practice is sometimes appropriate in terms of task demand.	1	Independent practice is appropriate in terms of task demand.	16
						NA 1
III-20	Activities are not appropriate to the needs of students who have exceptional learning needs.		Activities are appropriate for some students who have exceptional learning needs.	11	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional learning needs.	5
						NA 2
III-21	Instruction does not support the learning goals or offer variety. (Such as cooperative learning, whole group discussion, independent study, etc.)		Instruction supports the instructional goals and some variety is evidenced. *Cooperative learning *Whole group discussion *Independent Study *Other	8	Instruction is varied and is appropriate to the different instructional goals.	9
						NA 1
<i>Instructional Elements</i> III-22	Representation of content is not of high quality. It is inappropriate and unclear, using poor examples or analogies.		Representation of content is sometimes appropriate incorporating good examples.	6	Representation of content is appropriate. It links well with students' knowledge and experience.	11
						NA 1
III-23	Activities and assignments are inappropriate for students. (not appropriate in terms of their age or backgrounds)		Most assignments and activities are appropriate for students and engage them mentally.	3	Activities and assignments are appropriate and almost all students are cognitively engaged in them.	13
						NA 2
III-24	Activities and assignments are not appropriately sequenced.		Activities and assignments are generally appropriately sequenced.	5	Activities and assignments are consistently appropriately sequenced.	12
						NA 1
III-25	Instructional groups are not appropriate to the students or to the instructional goals.		Instructional groups are appropriate to the students and most are successful in advancing the instructional goals of the lesson.	11	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	5
						NA 2
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

Assessment III-26	Clear criteria or standards are not included in the proposed approach.		Assessment criteria and standards have been developed but are not consistently communicated to students.	8	Assessment criteria and standards are clear, including such examples as rubrics, and are clearly communicated to students.	9
						NA 1
III-27	Student teacher has not assessed the current level of student's prior learning.	1	Student teacher has assessed students' prior learning. There is little evidence that this has influenced criteria selection and standards.	11	Student teacher has based criteria and standards on assessment data.	5
						NA 1
III-28	Congruency between content, methods of assessment and instructional goals does not exist.		Some of the instructional goals are assessed through the proposed assessment approach.	6	All of the instructional goals are systematically assessed through the proposed assessment method, although the approach is more suitable to some goals than to others.	11
						NA 1
III-29	Assessment results do not affect planning for these students.	1	The student teacher uses assessment results to plan for the class as a whole.	11	The student teacher uses assessment results to plan for individuals and groups of students. There is evidence that the student teacher understands the characteristics, uses, advantages and limitations of different types of assessment including: observation, portfolios, teacher-made tests, performance tasks, projects, student self assessment, peer assessment, standardized tests)	5
						NA 1

IV. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

Communication IV-1	Student teacher's directions and procedures are unclear to students.		Student teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	10	Student teacher's directions and procedures are clear to students and minimal student confusion is apparent.	8
IV-2	Student teacher does not place a lesson within the context of a unit of lessons.	1	Student teacher places the lesson within the context of a unit of lessons, states the objective and expected outcomes, what is to be learned.	11	Student teacher states why lesson is important and motivates by reference to real life situations.	6
IV-3	Student teacher does not establish continuity with previous lessons.		Student teacher sometimes establishes continuity with previous lessons.	5	Student teacher consistently establishes continuity with previous lessons.	13
IV-4	Student teacher's language usage is inappropriate. (*)		Student teacher's language usage is appropriate in most areas. (*)	2	Student teacher's language usage is appropriate in all areas. (*)	16
IV-5	*Spoken language is inaudible.		*Spoken language is audible.	3	*Student teacher's spoken language is clear, correct, and expressive.	15
IV-6	*Written language is illegible.	1	*Written language is legible.	1	*Written language is legible and models the form adopted by the district.	16
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that</i>	Check	Accomplished <i>There is evidence that:</i>	Check

IV-7	*Spoken or written language contains grammar or syntax errors.		*Spoken and written language exhibit correct grammar.	3	*Spoken and written language demonstrates a superior understanding of grammar and syntax.	15
IV-8	*Vocabulary is inappropriate, vague, incorrectly used, or limited.		*Vocabulary is correct .	5	*Vocabulary is appropriate and enriches the lesson.	13
IV-9	*Language is not appropriate to students' age and background.		*Language generally is appropriate to students' age, interest, and background.	4	*Language is appropriate and expands student vocabulary development.	14
<i>Instruction</i> IV-10	The lesson has an unclear structure.		The lesson has a recognizable structure.	7	The lesson's structure is coherent with objectives set in terms of observable behavior.	11
IV-11	The pacing of the lesson is too slow or rushed, or both.		Pacing of the lesson is generally appropriate.	13	Pacing of the lesson is consistently appropriate.	5
IV-12	Time allocations are unrealistic.		Most time allocations are reasonable.	10	Time allocations are reasonable.	8
IV-13	Students are not engaged in meaningful learning.		Students are engaged in meaningful learning a majority of the time.	8	Students are engaged in meaningful learning.	10
<i>Adjustment and Response</i> IV-14	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.			10	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional objectives and demonstrates recognition of re-teaching at appropriate intervals.	8
IV-15	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.		Student teacher attempts to accommodate students' questions or interests.	8	Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	10

IV-16	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the student's lack of success.		Student teacher demonstrates acceptance of responsibility for the success of all students.	10	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	8
<i>Questioning</i> IV-17	Student teacher's questions are restricted to the recall/knowledge level, recitation.	3	The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	12	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	3
IV-18	Adequate wait time is not available for students to respond.		Adequate wait time is generally available for students to respond.	6	Adequate wait time is consistently available for students to respond.	12
IV-19	Student teacher does not give verbal or nonverbal support to contributors.		Student teacher gives verbal and nonverbal support to contributors.	8	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	10
IV-20	Interaction between the student teacher and students is predominantly recitation style, with little student input.	1	Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	12	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	5
IV-21	Student teacher has not instituted any gender equitable practices to enhance participation.		Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	5	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	13
<i>Feedback</i> IV-22	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.		Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	8	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	10
IV-23	Feedback is not provided in a timely manner.		Feedback is consistently provided in a timely manner.	8	Feedback is consistently provided in a timely manner and students make use of the feedback in their learning.	10

V. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Technology Operations and Concepts</i> V-1	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.		Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	10	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	8

V-2	Student teacher demonstrates minimal growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.	1	Student teacher demonstrates growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	9	Student teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	8
<i>Integration of Technology into Practice</i> V-3	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.	2	Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	10	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	6
V-4	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.	2	Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	11	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	2
V-5	Student teacher does not apply knowledge of technology to instructional or information management.	2	Student teacher applies knowledge of technology to instructional or information management.	7	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	8
V-6	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.	1	Student teacher takes advantage of electronic communication.	5	Student teacher communicates effectively via electronic channels.	11
						NA 3
						NA 1
						NA 1

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Reflection</i> VI-1	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.		Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	10	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	8
VI-2	Student teacher has few suggestions for how a lesson may be improved.	1	Student teacher makes general suggestions about how a lesson may be improved.	9	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	8
VI-3	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.	1	The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	7	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	10

<i>Professional Development</i> VI-4	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.		Student teacher participates in professional activities when they are held in the building or by invitation.	5	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	13
VI-5	The student teacher does not make an effort to share knowledge with others.	2	Student teacher makes an effort to share knowledge with others during the school day.	10	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	6
<i>Ethics</i> VI-6	The student teacher does not understand or accept the professional codes of ethical conduct.		Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	3	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	15

VII. PERSONAL QUALITIES

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
VII-1	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	1	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	1	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	16
VII-2	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.	1	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.	1	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.	14 NA 2
VII-3	Student teacher does not exhibit energy in the performance of duties.	1	Student teacher generally exhibits energy in the performance of duties.		Student teacher exhibits consistent energy and vitality in completing duties.	17
VII-4	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.	1	Student teacher is consistently prompt and in attendance, for the entire required teacher school day.	1	Student teacher additionally, arrives early or stays late to complete necessary preparations.	16
VII-5	Student teacher repeatedly dresses inappropriately or is not well groomed.		The student teacher generally dresses appropriately for the school environment and is generally well groomed.		The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	18
VII-6	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.	2	The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.	4	The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.	11 NA 1

Comments/Suggestions for Improvement: She should share pre-plans prior to teaching and allow a week for revision. Introduce lesson objective and close with the objective. She needs to plan technology into the lessons. Make learning interactive for the students. She should introduce vocabulary or procedures on an anchor chart. Make sure to ask about any concepts that you are familiar with or unsure of. Use assessment data to inform instruction. ; I am excited to see all of the growth she is making from the trial and error stage. Taking time to reflect on a lesson design or management strategy helps to make the next opportunity stronger. Every day/year brings something new in the evolution of

teaching. ; She is an extremely motivated, hardworking teacher. Her attention to detail in both lesson planning and student awareness is very strong. My only suggestion for improvement is that she continues to build on her classroom management skills and not to hesitate when correcting student behavior. Otherwise, she is a fantastic addition to our classroom. ; She is doing a fantastic job! ; She has taken on more and more responsibility. She is willing to go above and beyond expectations. After winter break, she will be teaching full time and planning more of the lessons. ; She is doing a great job and very eager to learn as much as possible during her student teaching experience. My classroom this year is providing her the opportunity to see a wide variety of student needs. She is very good about getting materials that are used on a weekly basis pulled and copied ready to go in advance. Her comfort level in the classroom continues to increase. We are just now starting to plan weekly lessons together and have decided that Thursdays after school will be our planning time together for our weekly lessons. We talked about the amount of time it takes to search, plan, create and organize lessons and materials for the week. ; She is doing a great job in teaching all subject areas. She shows professionalism when communicating with staff and parents. She has a warm and caring relationship with the students. She could improve her lessons by integrating technology in all subject areas across the curriculum. The use of the classroom Epson Brightlight projector would not only make lessons more motivating and effective, but it would be a great tool to help reach all types of learning styles of the students in our class. She could also take the opportunity to use our computer lab and laptop lab to use technology within her lessons. She is a great asset to not only me but to all students in my classroom. She is doing a great job as a whole! She is really showing a lot of growth on a daily basis. Her confidence is up and her nerves are down. Behavior management has become more fun and effective. Some suggestions are just to learn how to use planning time more effectively in the classroom, writing objectives , plans and being more prepared for lessons AHEAD of time. Sometimes she gets stressed because she is trying to prepare for a lesson shortly before it is to be taught. Some of this is my fault because I feel like I am still trying to be the teacher when all or most responsibility should be hers. I am trying to give up control! ; She would benefit from having all of her lesson plans ready the Wednesday before she teaches them, along with revised plans by the Friday before she teaches them. She would also benefit from staying later after school to ensure that all of her materials are prepared for the following school day most importantly her Smart Notebook files so she doesn't have to worry about having to edit them in the morning while the students are walking into the classroom. She would also benefit from adding some more attention getting tools to her teacher tool kit6 and making sure that she has eyes on all of the children all of the time.